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ABSTRACT

This workbook, designed for workplace literacy courses, covers effective reading and writing. Introductory materials include objectives, a topical outline, sources, and information on time for the course and continuing education credits. The 16 sessions of the course cover the following topics: job terms; abbreviations, acronyms, and pictorial symbols; sentence structure; vocabulary building; paragraphs; forms and memos; diagrams, maps, and flowcharts; and problem solving (case study). The lessons include information sheets and exercises, such as sentence correction, crossword puzzles, fill-in-the-blanks, matching, and simulations. (KC)

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ED 368 979

Reading and Writing Effectively

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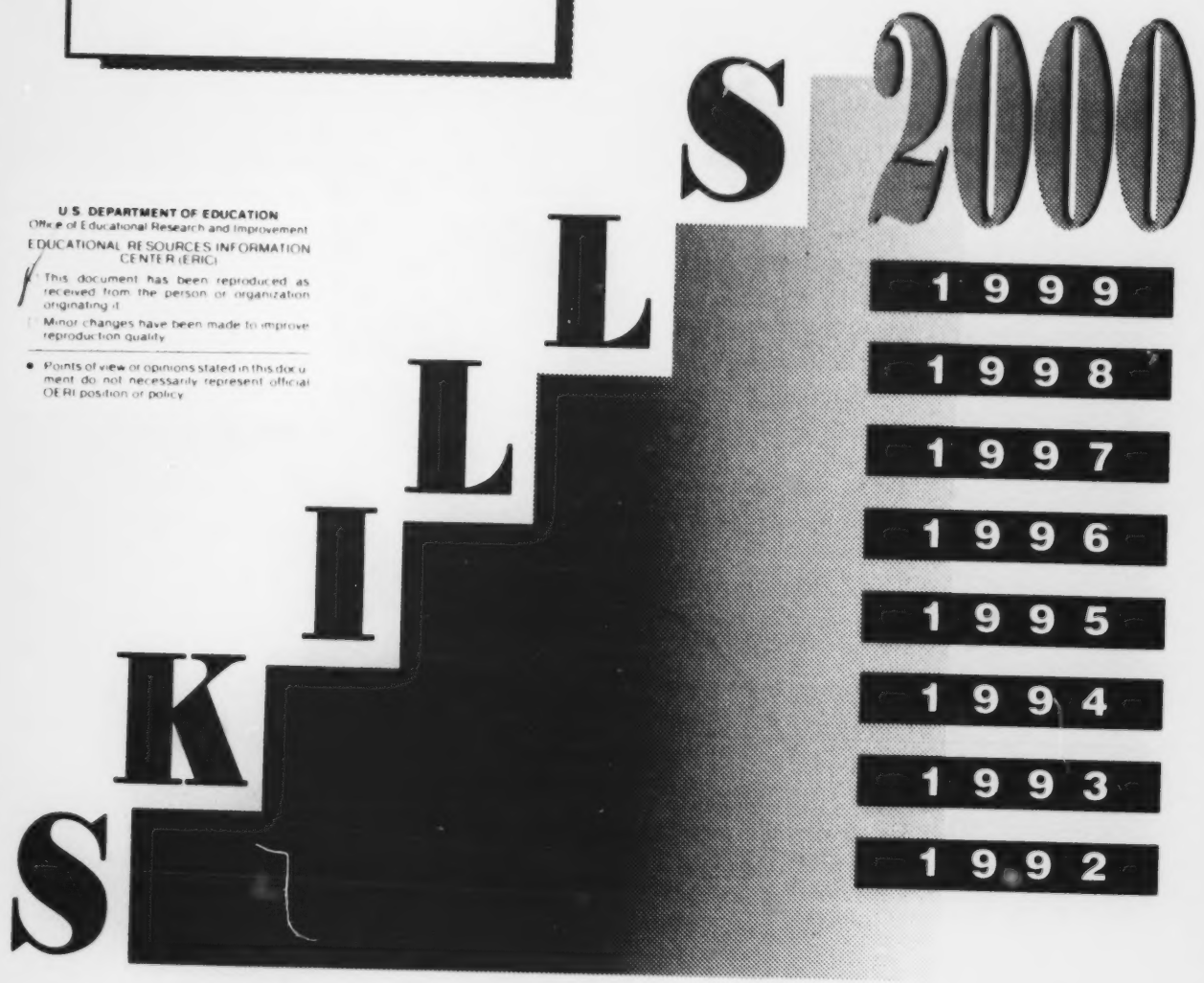

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Reading and Writing Effectively

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Prepared Under a United States Department of Education
National Workplace Literacy Grant

1994

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READING AND WRITING EFFECTIVELY

Words are all around us. We need to be able to understand the messages they give us and to use these words to communicate to others. This course will offer tips to interpret and use signs, notices, forms, memos, instructions, maps, diagrams and flowcharts.

OBJECTIVES:

Upon completion of this course, students will be able to:

- Recognize and use job terms
- Interpret symbols, abbreviations, and acronyms
- Apply strategies for dealing with unfamiliar vocabulary
- Use reading plan to skim, scan, and read anything from labels and signs to detailed instructions, memos, and articles
- Identify subjects, main ideas, and supporting details of paragraphs, memos and articles
- Follow and give instructions using diagrams, maps, and flowcharts
- Write summaries, paragraphs, and instructions
- Research information to solve a problem
- Use information to take appropriate action

READING AND WRITING EFFECTIVELY

TOPICAL OUTLINE:

- Job terms
- Abbreviations, acronyms, and pictorial symbols
- Sentence structure
- Vocabulary building
- Paragraphs
- Forms and memos
- Diagrams, maps, and flowcharts
- Case study

SOURCES:

Echaore-Yoon, Susan. *Reading Skills that Work: Book I.* Chicago: Contemporary Books, 1991.

OTHER:

- Hours: 32
- CEU: 3.2

READING AND WRITING ◆ SESSION 1

OBJECTIVES:

In order to recognize and use job terms, at the end of this session students will be able to:

- Match general jobs with job descriptions
- Identify titles and tasks specific to the company
- Use action words
- Write about their jobs

TOPICS:

- Matching different types of work with job descriptions
- Identifying what people do
- Using action words to describe an assembler's job
- Job titles, job terms, job tools, job tasks

METHODS:

- Guided discussion
- Group work
- Worksheets to practice reading and writing

EVALUATION:

- Self evaluation of whether they have completed the
- Worksheets correctly
- Ongoing evaluation by teacher

Students will be more competent in naming and describing job tasks and titles. Moreover, they will be able to give clear and detailed descriptions about their jobs, using correct action words and appropriate terms.

MATERIALS:

- Pre-class exercises
- 4 worksheets: Job terms

TEACHER TIPS ◆ SESSION 1

- Student introductions
- Student registration
- Discussion of student expectations
- Course overview – give handout - **Course Outline**
- **Job Terms** – handouts
  The first handout is a general one. The second one is specific. We suggest that you develop your own, according to the specific industry.
- **What Does an Assembler Do?** Discuss subject and action words. Relate work sheet to what students do.
- **On The Job** – encourage students to discuss terms, title, equipment and tasks they deal with daily.

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JOB TERMS

Match the set of terms with the workplace that you think would use those terms.

_____ **1.**	*Social welfare agency*	**a.** blood pressure, medicine, thermometer
_____ **2.**	*Flower shop*	**b.** beneficiary, premium, policy
_____ **3.**	*Medical clinic*	**c.** wreath, flower arrangement, delivery
_____ **4.**	*Bank*	**d.** stock, invoice, inventory
_____ **5.**	*Insurance Company*	**e.** discount, receipt, credit card
_____ **6.**	*Warehouse*	**f.** caseload, evaluation, document
_____ **7.**	*Restaurant*	**g.** change, deposit, withdrawal
_____ **8.**	*Department Store*	**h.** menu, order, entree

Echaore-Yoon, Susan. **Reading Skills That Work: Book One.** Chicago: Contemporary Books, 1991.

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JOB TERMS

Read the *descriptions* for the jobs below. Then write the name of the job that fits that description (from list) under it.

Mail clerk	**Delivery person**
Stock locator	**Receptionist**
Quality controller	**Packer**
Picker	**Inventory controller**

1. Greets visitors and answers phones

_____

2. Takes items from inventory as noted on an order sheet

_____

3. Weighs, labels, and organizes outgoing packages

_____

4. Brings packages and envelopes to the company

_____

5. Finds suitable places in warehouse for incoming inventory

_____

6. Organizes and places order material in suitable box

_____

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JOB TERMS

7. Checks order and materials for tidiness, organization, and correctness

_____

8. Keeps track the amount of stock that is used or that is required for future jobs

_____

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JOB TERMS

WHAT DOES AN ASSEMBLER DO?

These sentences describe the tasks of an assembler. Use **ACTION** words to complete them.

1. _____ materials from the shelves.

2. _____ the requisition.

3. _____ a clean work station.

4. _____ the required paperwork on the order when it is done.

5. _____ the packed boxes to the mail area to be weighed and sent.

6. _____ time card.

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JOB TERMS

Read the *descriptions* for these jobs; write the name of the job that fits that description (from list) under it.

Assembler	**Welder**
Tester	**Supervisor**
Receptionist	**Accumulator**
Nurse	**Inspector**

1. Greets visitors and answers phones

   _____

2. Combines parts to produce units

   _____

3. Organizes the assemblers on the line

   _____

4. Replenishes supplies when they run low

   _____

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JOB TERMS

5. Checks parts and finished units for quality and damage

_____

6. Administers first aid if there are injuries

_____

7. Checks units to see if they work

_____

8. Solders parts together

_____

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JOB TERMS

WHAT DOES AN ASSEMBLER DO?

These sentences describe the tasks of an assembler. Use **ACTION** words to complete them.

1. _____ the travel card.

2. _____ wires in the sub-assembly.

3. _____ screws into units.

4. _____ failed coils from the line.

5. _____ his work for quality.

6. _____ the Andon System to maintain a steady supply of parts.

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JOB TERMS

ON THE JOB

Answer the following questions to write as much as you can about your job.

1. What **job terms** do you hear everyday?

2. What **job titles** do you hear everyday?

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JOB TERMS

ON THE JOB

3. What are some **tools and equipment** that you work with?

4. What are some **job tasks** that you perform everyday? (use **ACTION** words)

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READING AND WRITING ◆ SESSION 2

OBJECTIVES:

In order to interpret symbols at work and in their daily lives, at the end of this session students will be able to:

- Recognize and use abbreviations
- Recognize and use acronyms
- Recognize and use pictorial symbols

TOPICS:

- Abbreviations
- Acronyms
- Pictorial symbols
- Sentence structure

METHODS:

- Guided discussion
- Group work
- Worksheets to practice reading and writing

EVALUATION:

- Self-evaluation based on correct completion of worksheets
- Ongoing evaluation by teacher

MATERIALS:

- 6 worksheets: abbreviations, acronyms, symbols, complete sentences

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TEACHER TIPS ◆ SESSION 2

This session is to familiarize students with abbreviations, symbols and acronyms that they see around them.
Most of the handouts can be done in groups.

- **Abbreviations** – handout
  To introduce the concept of teamwork, a good idea with this handout is to have students work individually for five minutes answering those that they know. Then have them team up with a partner to expand their answers. Follow incrementally until the whole class is working as a team, and has all the answers.

- **Abbreviations** – handout
  A good follow-up to this sheet is to bring in a newspaper and have students decipher their own advertisements from the Classified section.

- **Acronyms** – handout
  Use same strategy as with the first Abbreviations handout.

- **Symbols**
  Discuss what symbols students see around them.

- **Complete Sentences**
  Introduce the elements of a complete sentence and generate student examples. Then discuss the completed worksheet.

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ABBREVIATIONS

♦ An ***Abbreviation*** is a shortcut or an easy way to write a long word or frequently used words.

Look at this list of commonly used abbreviations. Write out the full words (what they mean) next to the abbreviation.

1. lb. _____
2. tsp. _____
3. IRS _____
4. pg. _____
5. pres. _____
6. VP _____
7. Mon. _____
8. ASAP _____

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ABBREVIATIONS

9. yr. _____

10. hr. _____

11. COD _____

12. FYI _____

13. UPC _____

14. RE _____

15. DOB _____

16. BYOB _____

17. CPR _____

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ABBREVIATIONS

Read the job advertisement below. Look at all the ***abbreviations*** and figure out what they mean. Then rewrite the advertisement using the full words in place of the abbreviations.

PT, FT wrkrs. wtd.

Fl. yr. emplymt.

Gd. hrly. wg.

Exc. ben.

Vac. avail. w/i yr.

EOE

Pls. cl. 555-3322
dys./mess.

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ACRONYMS

♦ We use some abbreviations as words -- these are ***acronyms.*** To make an acronym, pull the first letter from each word (or sometimes the first two letters).

1. National Aeronautic and Space Administration

_____

2. Radio Detecting And Ranging

_____

3. Wide-Area Telecommunications Service Line

_____

4. Federal Insurance Contributions Act

_____

5. International House Of Pancakes

_____

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ACRONYMS

6. Occupational Safety and Health Administration

_____

7. Individual Retirement Account

_____

8. United Nations International Children's Emergency Fund

_____

9. Acquired Immunodeficiency Syndrome

_____

10. Special Weapons And Tactics

_____

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SYMBOLS

♦ ***Symbols*** are like abbreviations - they are a shortened form of a piece of information. Usually a symbol is a picture or an image that relates to the idea.

Look at these symbols on the *right* and match them with the meanings on the *left*.

1. Do not park here
2. Gasoline is available ahead
3. A hospital is nearby
4. Do not make a left turn
5. Do not smoke here
6. Poisonous substance
7. Flammable
8. Safety Glasses Required
9. First Aid Station

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SYMBOLS ON MACHINES

PART I

To help you operate machines, the buttons or keys often have *symbols*.

For example, a calculator has keys with symbols on them. Write the symbol next to the operation:

1. Addition _____
2. Subtraction _____
3. Division _____
4. Multiplication _____
5. Equals _____
6. Percentage _____

PART II

A copying machine also has keys with symbols. Here are the symbols below. What do you think the symbols stand for?

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COMPLETE SENTENCES

- A ***complete sentence*** must have the following:

1. Subject
2. Verb
3. Complete thought

Also, the sentence must start with a CAPITAL letter and end with a period.

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COMPLETE SENTENCES

Look at the sentences below and say whether they are ***complete*** sentences.
If they are not, make them complete.

1. The company is closed for the holiday.

2. Hoping to return.

3. The machine, a large and noisy collater.

4. In the cafeteria, there are new tables.

5. Have to be cleaned everyday.

6. When I returned to work after my operation.

7. Even though he forgot to keep track of his hours.

8. Before I came to work here, I worked in many different jobs.

9. For example, machine operator, fast-food worker, and checkout clerk.

10. However, like this job best.

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READING AND WRITING ◆ SESSION 3

OBJECTIVES:

In order to write clear sentences, at the end of this session students will be able to:

- Recognize and use nouns
- Recognize and use verbs
- Use singular and plural forms of both regular and irregular nouns
- Fix run ons

TOPICS:

- Parts of speech
- Plural forms of nouns
- Singular nouns that end in s, collective nouns
- Subject/verb agreement
- Run ons

METHODS:

- Guided discussion
- Group work
- Worksheets

EVALUATION:

- Correct completion of worksheets

Students will communicate in complete and correct sentences, thereby creating fewer errors on the job. Also, they will become more competent spellers as a result of worksheet practice and will become more confident writers.

MATERIALS:

- Worksheets

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TEACHER TIPS ◆ SESSION 3

- **Parts of Speech** – handout
  Review the parts of speech using examples.

- **Subjects and Verbs** – handout
  Do not merely read through this handout. Rather generate sentences together with students from their own experiences, to demonstrate concepts.

- **Plural Forms of Nouns** – handouts
  These reinforce spelling rules with irregular plurals as well as subject/verb agreement.

- **Run-Ons** – handouts
  These complement the earlier exercises on complete sentences.

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PARTS OF SPEECH

NOUN	**Word, phrase that names such things as these: person, place, object, idea, activity, or quality.**
VERB	**Word or word group that either names the main action of the idea or is used to link a subject to something stated about it.**
PRONOUN	**Word that is used to replace a noun.**
ADJECTIVE	**Any word, phrase, or clause that tells which, what kind of, or how many about a noun or pronoun.**
ADVERB	**Any word, phrase, or clause that tells when, where, why, how, or how much about an action verb, adjective, or other adverb.**
PREPOSITION	**Any word or word group that connects a noun or pronoun to some other word in the sentence: of, to, from, for, with, by, under, over.**
CONJUNCTION	**Any word that connects two things: for, and, but, or, so, yet**

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SUBJECTS AND VERBS

♦ ***Verbs*** are <u>action</u> words. In a complete sentence, you need a subject who **does** the action. Look at these examples and consider a) what is the <u>action</u> and b) **who** (or what) is doing the action.

The assembler works on the line.
Some people have a lot of money.
Our teacher drives a red car.
The supervisor was pleased with production this week.
The plant will be closed on the 5th of July.
The machine has broken down three times this week.

♦ ***Subjects*** **can be singular or plural:** For example, "the assembler" in the first sentence is a singular subject; "people" in the second sentence is a plural subject.

Notice the difference between the verbs (present tense):

The assembler comes to work on time.
The assemblers come to work on time.

The first subject is singular, yet its verb ends with an "s" -- that means that the verb is singular. This is the opposite for making nouns plural. The singular HE/SHE/IT is the only form that takes the "S" in the present tense.

The second subject is plural, and the verb does not take an "S".

Make sure that singular nouns have singular verbs, and plural nouns have plural verbs.

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SUBJECTS AND VERBS

♦ ***Subjects* can be compound**: you can have two singular subjects added together to make a plural. Remember, 1 + 1 = 2.

Lorna *and* Carol come to the company every day.
The copier *and* the printer were broken yesterday.
The supervisor *and* the assembler did not have the key to the supply room.

However:

Lorna *or* Carol comes to the company every day.
Either the copier *or* the printer **was** broken.
Neither the supervisor *nor* the assembler **has** the key to the supply room.

♦ ***Subjects* that are collective nouns take singular verbs:** collective nouns may seem plural since they include a group, but they act as singular nouns and take a singular verb.

The *team* **is** making a decision about the production changes.
The *safety committee* **meets** twice a month.

♦ ***Singular nouns* that end in "s" :** sometimes we use nouns that have an "S" at the end but they are really singular in concept and take a singular verb.

Mathematics **is** offered through the MCCC program.
The United States **is** committed to training its workforce.

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SUBJECTS AND VERBS

♦ **Some nouns are always plural:** even though they relate to only *one* item: if you can use "pair of _____" with something, then it is singular; however, if you use the item by itself, it is plural and fits into this category.

My *pair of safety glasses* **is** in my pocket.
My *safety glasses* **are** in my pocket.

♦ **Be careful of the word "of "** : attached to nouns, it does not change the original subject.

The *book* **is** on the desk.
The *book of matches* **is** on the desk.
But -- *the matches* **are** on the desk.

The *board of directors* **controls** the company.
But -- *the directors* **control** the company.

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PLURAL FORMS OF NOUNS

The sentences below are written in the singular. Make the necessary corrections to make them plural.

1. The man on the line worked on in spite of the crisis.

2. The person put up the shelf while he ate his sandwich with tomato.

3. The fire chief confirmed his belief that a match could have started the fire.

4. The secretary typed up the list to show the students who were in the class.

5. A hero is a phenomenon of the past. Today, a boy doesn't have the same role model that he used to.

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PLURAL FORMS OF NOUNS

Singular nouns that end in s

athletics
economics. mathematics, physics
news
politics
the United States

Nouns that are always plural

clothes
glasses
jeans, pants, shorts, slacks, trousers
scissors
police

Collective nouns are singular when they refer to a group acting as one

audience	band	class
club	collection	committee
crowd	faculty	family
group	jury	orchestra
public	staff	team

Write sentences using 2 singular, 2 plural and 2 collective nouns. Make sure your verbs agree with your subjects

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RUN-ONS

There are three ways to fix a run-on:

1. Make it into two separate sentences by adding a period and a capital letter.

2. Make it into a compound sentence by adding a coordinating conjunction (for, and, nor, but, or yet, so).

3. Make it into a complex sentence by adding a subordinating conjunction (because, when, before, while, since, etc.).

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RUN-ONS

Find and correct the run-ons in the sentences below, using a combination of the three methods.

1. Employees should notify the personnel department they plan to take vacation time.

2. You must tidy your work station after each job you must also tidy it at the end of the day.

3. Assemblers must wear heavy work shoes these shoes must conform to company safety standards.

4. Some machinery is very noisy some people prefer to wear ear plugs.

5. Most benefit books are very boring to read and difficult to understand people don't bother to read them.

6. Some people like to listen to music when they work others prefer to work in silence.

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READING AND WRITING ◆ SESSION 4

OBJECTIVES:

In order to deal with unfamiliar vocabulary, at the end of this session students will be able to:

- Use a dictionary
- Break down words into prefixes, roots and suffixes

TOPICS:

- Dictionary work meanings
- How to pronounce words
- Prefixes, roots and suffixes

METHODS:

- Guided discussion
- Group work
- Crossword

EVALUATION:

- Self evaluation based on correct use of the dictionary
- Correct completion of crossword

Students will be more competent in reading workplace material and in dealing with unfamiliar vocabulary. They will make fewer mistakes following instructions and deciphering unfamiliar terms.

MATERIALS:

- Dictionaries
- Lists of prefixes, roots and suffixes

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TEACHER TIPS ◆ SESSION 4

- Discussion on what they do when students come across unfamiliar vocabulary.

    1. use dictionary
    2. break down words – prefixes, roots and suffixes
    3. guess by meanings of other words, context clues

- What does a dictionary tell us?

    1. meaning
    2. part of speech
    3. how to pronounce word

- **Dictionary Work** – handouts
  Distribute dictionaries to the students. Have them identify symbols and abbreviations.
  Do groupwork with vocabulary lists and dictionaries.
  Notice similarities and link to **prefixes, roots and suffixes.**

- **Prefixes, Roots and Suffixes** – handout
  Select those examples that are relevant to the students. Have them look at reading material where they can identify examples.

- **Crossword**
  Explain to students that a crossword builds up, and clues should be attempted in blocks where they already have letters, rather than linearly.

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DICTIONARY WORK

Sometimes the dictionary can cause more confusion than clarity! Use this list of terms to help you figure out what a dictionary listing means.

n	=	**noun** (person, place, thing)
vb	=	**verb** (action word)
adj	=	**adjective** (describes a noun)
adv	=	**adverb** (describes a verb)
pron	=	**pronoun** (replaces a noun)
abbr	=	**abbreviation**
pl	=	**plural form of noun**

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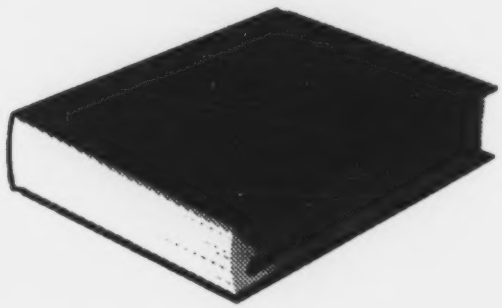
DICTIONARY WORK



Figuring out how a word should be pronounced can be a problem too! Use this list of pronunciation symbols and explanations to help you figure out how to pronounce a new word in the dictionary.

SYLLABLES = the word is broken down into syllables, or parts, so that you know where to stop and start

EXAMPLE: volcano = **vol * ca * no**
this word has three syllables

EXAMPLE: coordinate = **co * or * din * ate**
this word has four syllables

In the dictionary, the word is broken down twice:

Once with syllables broken down using **dots or ***

Next between reversed backslashes \ \
This breakdown gives pronunciation pointers and accent mark.

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DICTIONARY WORK

ACCENT MARK = '

This mark shows where the stress falls in a word, on which syllable. It always appears in front of the syllable to be stressed.

EXAMPLES: volcano = \val - 'ka - no\

create = \kre - 'at\

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DICTIONARY WORK

Sometimes the accent mark changes on words.

1. Look up the word **CONTENT** and write out the dictionary breakdowns. What is the difference between the accent marks? What is the difference in meaning between **con**tent and con**tent**?

2. Look up the word **DESERT**. What are the two accents possible? What is the difference between the two words?

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TEACHER TIPS ◆ SESSION 4

DEALING WITH UNFAMILIAR VOCABULARY

Discussion on what they do when they come across unfamiliar vocabulary

1. Dictionary
2. Breaking down words - prefixes, roots and suffixes
3. Guess by meanings of other words, context clues.

What does a dictionary tell us?

1. Meaning
2. Part of speech
3. How to pronounce word

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DICTIONARY WORK

Working in two groups, look up the following words:

Group 1	**Group 2**
octopus	octogenarian
inspector	spectator
polygamy	bigamy
synchronize	chronological
retribution	distribution

Go over meanings.

Is there anything that strikes you about the 2 lists?

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PREFIXES & ROOTS

Root or Prefix	Meaning	Example
ab	away (from)	absent
acer/acr	bitter, sour	acrid, acerbity
ad	to, toward	adhere
ambi	both	ambivalent
ante	before	anteroom
anthropo	man, mankind	anthropoid
anti	against, opposed	antipathy
aqua	water	aquatic
aud	hear	auditory
auto	self	automatic
bene	well, good	beneficial
cede, ceed	go, move	proceed, recede
chron	time	chronological
circum	around	circumference
co, con, com	together, with	cooperate, conspiracy
cogni	know	recognize
counter, contra	against, opposite	counteract, contrary
cred	believe	credential
de	from, away	depart
dent	tooth	dentist
derm	skin	dermatitis
dic, dict	say	dictate
dis	apart, from, away from	distract
duc, duct	lead	aquaduct
ex, exo	out (of)	excise, exodus
fid	faith, faithful	fidelity, confident
gamy	marriage	monogamy
graph	write	graphology

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PREFIXES & ROOTS

Root or Prefix	Meaning	Example
gress	go, move	progress
inter	between	interrupt
intra	within	intrastate
man	hand	manicure
mega	big	megaphone
mis	wrong, wrongly	mistake
miso, misa	hatred	misanthrope
morph	form, shape	amorphous
mort	death	mortality
multi	many	multitude
neb	hazy, cloudy	nebulous
non	not	nonadjustable
path	feeling, suffering	apathy
ped, pod	foot	pedal, peddle
pel	push	repel
poly	many	polygamy
port	carry	porter
post	after	postpone
pre	before	preamble
pro	forward	propel
re	back, again	return, redo
retro	backward	retrospect
rupt	break	rupture
scrib	write	transcribe
sect	cut	dissect
spect	see, look	spectator, inspect
sub	below, under	submarine
super	over, above	superior, supersonic
syn, sym	with, together	synchronize, symmetry
tend	stretch	extend

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PREFIXES & ROOTS

Root or Prefix	Meaning	Example
ten	hold	tenacious, tentacle
tort	twist	distort
trans	across	transport
viv	life	convivial

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PREFIXES of NUMBER

Prefix	Meaning	Example
uni	one	uniform
mono	one	monologue
du, duo	two	duet
bi	two	biped
tri	three	triangle
tetra	four	tetrameter
quad	four	quadruplets
penta	five	pentagon
quint	five	quintets
sex	six	sexagenarian
hex	six	hexagon
sept	seven	septet
oct	eight	octopus
nov	nine	novena
dec	ten	decade
cent	hundred	percent
hect	hundred	hectogram
mil	thousand	millimeter
kil	thousand	kilometer
semi	half	semicircle
hemi	half	hemisphere
demi	half	demitasse

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SUFFIXES

Suffix	Meaning	Example
able, ible	able to	readable
al	relating to	musical
ar, er, or	one who	teacher, doctor
ful	full of	hopeful
ic	relating to	allergic
ish	like, close to	foolish, twentyish
ist	one who	psychologist
less	without	hatless
logy	study of	cosmetology, theology
ous	full of	cancerous

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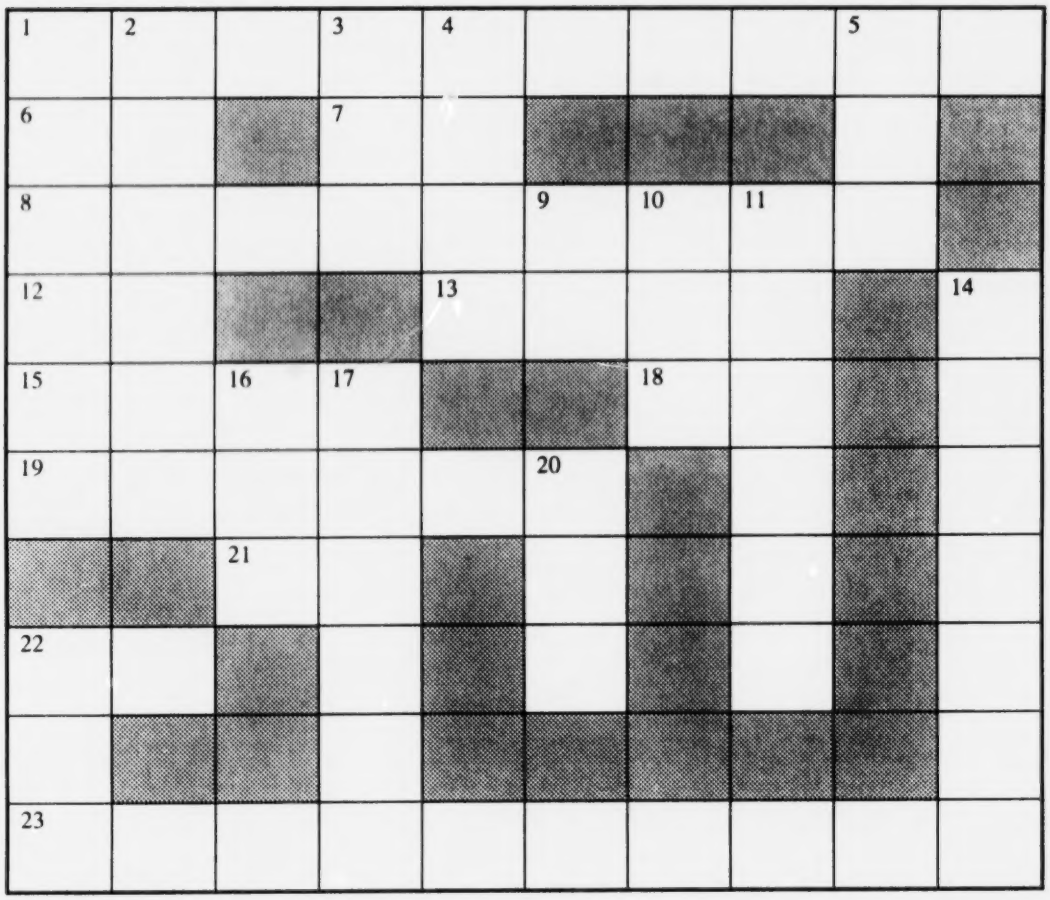

CLUES

Across

1. skin disease
6. prefix for out of
7. short for air conditioning
8. to work together with others
12. prefix for towards
13. the back of something
15. song for 2 people
18. the name of a famous steak sauce
19. If you look up to someone, you hold him in high _____
21. suffix for pertaining to
22. prefix for from or away
23. meter with four beats

Down

1. period of ten years
2. going out of or leaving a place
3. diagram of a country/city
4. prefix for bitter
5 frozen water
9. prefix for back or again
10. Automobile Association of America
11. 3 legged stand
14. person who teaches
16. expected time of arrival
17. person who works in a bank
20. root for hand
22. another word for spot

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READING AND WRITING ◆ SESSION 5

OBJECTIVES:

In order to deal with spelling problems, at the end of this session students will be able to:

- Sound out words
- Recognize when to double consonants
- Use standard and irregular spelling rules

TOPICS:

- Sound patterns
- Spelling rules

METHODS:

- Guided discussion
- Group work
- Worksheets

EVALUATION:

- Correct completion of worksheets

Students will make fewer spelling mistakes and will be able to sound out correctly any new words that they come across. This increases their confidence in writing and enhances their success rate in spelling on the job.

MATERIALS:

- Worksheets

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TEACHER TIPS ◆ SESSION 5

- Most of the information in this session is there as an aid to the instructor for explaining pronunciation and spelling rules. However, it can be used as handouts, to reinforce classroom activities.
  As usual, generate student examples.

- **Double Trouble** – worksheet

- **Rules of "Y's"** – worksheet

- **Spelling Review** – worksheet
  Students enjoy working in pairs to complete these.

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PRONUNCIATION AND SPELLING KEY

We have two types of vowels: ***long*** and ***short.*** The long sound is the vowel saying its name; the short sound is the sound it makes.

Long vowels:

A	=	day, say, hate
E	=	need, recede
I	=	I, wine, grind, sign
O	=	go, show, rode, stole
U	=	huge, usually, use, accuse

Short vowels:

A	=	hat, matter, addition
E	=	every, end, pocket
I	=	in, idiot, it, illness
O	=	hot, spot, cod, on
U	=	gun, under, until

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SPELLING RULES -- VOWELS

Vowel sounds change depending on what surrounds them in the word. For example, a vowel followed by a consonant is usually a short vowel sound; a vowel followed by a consonant and another vowel is usually a long vowel sound.

SHORT **vowel**	***LONG*** **vowel**
hat	hate
pet	Pete
sit	site
not	note
us	use

When we add parts to words, sometimes we have to *double* the consonant so the sound of the vowel remains the same.

pat	patting
let	letting
hit	hitting
hop	hopping
put	putting
sum	summary

Remember: If the original word ends in "E" the vowel sound is long and you want to keep it long when you add a suffix that starts with a vowel. So drop the "E" and do not double the consonant.

tape	taped
recede	receding
bite	biting
hope	hoping
use	used

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SPELLING RULES -- VOWELS

Keep the final silent "E" when adding a suffix that begins with a consonant.

hope	hopeless
late	lateness

EXCEPTIONS: judgment, courageous, dyeing, argument, truly

Usually, in words of more than one syllable, when the accent is on the *first* syllable, do not double the consonant:

layering	offered
canceled	traveled

If the accent is on the second syllable, double the consonant:

occurring	remitted
referred	omitted
preferred	deferred

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VOWEL COMBINATIONS

EA = usually sounds like EE
heat, meat, seat, neat, feat, read

EE vs. EA = meet / meat
feet / feat
beet / beat
week / weak
reed / read
need / knead

EA exceptions: dead, read

OU = usually sounds like OW
house, mouse, grouse, out, bout, clout, sound

NOTE: Even **OW** can change sounds:
How now brown cow?
I don't know if it will snow after the show.

OA = long O sound
boat, moat, float, goat, coat, oats

EI = usually sounds like EE
receive, deceive

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VOWEL COMBINATIONS

IE = usually sounds like EE
(remember I before E except after C)
relieve, believe

REMEMBER: the rule is "I before E, except after C" --- when the sound is "EE".

* relieve, believe
* deceive, receive

Exceptions: foreign, neighbor, either, neither, seize, leisure, weird, sheik

OO = a long U sound sometimes
food, mood, cool, school

sometimes an EU combination
book, look, took, crook, wood

EE = always long E sound
need, seed, indeed

NOTE: Words that sound alike but are spelled differently also have different meanings. You must know which one to use by looking at the context and figuring out the meaning.

I will **meet** you in the **meat** department.
He was feeling **weak** all of last **week.**
They left **their** coats over **there** and now **they're** walking to get them.
We need **two** pieces of wood **to** complete the desk, and some glue **too.**

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DOUBLE TROUBLE

Fill in the missing word, making sure you spell it correctly.

1. The dog I had when I was a child always _____ his tail when I came back from school.

2. Stop _____ at me whenever I pronounce your name incorrectly.

3. Our softball team was the _____ team in this season's summer league.

4. She _____ forty cigarettes a day before she gave up last March.

5. I am _____ you will be able to come to my party on Saturday night.

6. He _____ the live wires together with insulation tape.

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DOUBLE TROUBLE

7. I like receiving letters, but I don't like _____ them.

8. My mother _____ for me when I was a child, and now I care for my children in the same way.

9. The machine operator is _____ parts from sheet metal.

10. She was _____ her lunch break when the fire alarm sounded.

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SPELLING RULES -- WHEN WORDS END IN "Y"

When a word ends in "**y**" and the "**y**" comes after a consonant, you have to change the "**y**" **to** "**i**" when you add more to the word.

♦When you make a singular word plural

enemy	enemies
grocery	groceries
library	libraries

♦When you add "s" or "ed" to a verb

try	tries	tried
carry	carries	carried
marry	marries	married
study	studies	studied

♦When you add other parts to the ends of words

lonely	loneliness
marry	marriage
beauty	beautiful

♦However when you add "**ing**" you keep the "**y**"

try	trying
study	studying
dry	drying

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SPELLING RULES -- WHEN WORDS END IN "Y"

Remember if the "**y**" comes after **a vowel** you keep the "**y**" when you add anything to the word.

- When making nouns plural

monkey	monkeys
holiday	holidays
display	displays

- When adding "s" or "ed" to verbs

employ	employs	employed
enjoy	enjoys	enjoyed
stay	stays	stayed

- When you add other parts to the ends of words

play	playful
employ	employment
pay	payment

Exceptions:

day	daily
pay	paid
lay	laid

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FRUSTRATING

Complete these sentences using the words in parentheses. Make sure you spell them correctly!

1. She said that she liked her children at this age, but she (enjoy) _____ them more when they were (baby)_____.

2. The (secretary)_____ said that they (try)_____ to learn to use the computer, but they found it very difficult.

3. (Lonely)_____ is not a good reason for (marry)_____.

4. In order to learn more about birds, she (study) _____ out of some books she found in both her local and the college (library)_____.

5. I hope that (employ)_____ (stay)_____ at the same level it is now, or that it gets better and more people find jobs.

6. Do you get (pay)_____ weekly or (day)_____?

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COMMONLY MISSPELLED WORDS

absenCE
aCCept
aCComplish
aCCurate
achIEvement
acquaintANCE
aCRoss
advetTISEment
adVICE/VISE
A LOT
anSWer
aPPropriate
arGUMent
artICLE
aTHLete
attenDANCE
availABLE
bEAUtiful
begiNNing
behaVIOR
breaTH/THE
BUSIness
calENDAR
cEIling
cerTAINly
chIEf
choiCe
chOOse/chOse
coMMerCial
coMMiTTEE
compETItion
conCentrate
congRATulate
conSCIENCE
conSCIOUS
consEquently
convenIEnce
counSelor
critiCISM/CIZE
deFINITEly
desPERate/ly
DEScribe
deveLOP
diFFERent/ence
diSAPPoint
DISease
doESN'T
duRing
eiGHTH
embaRRaSS
enTRANCE
enveLOPE
enviRONMent
eSPECIALly
exaGGerate
eXCept
exisTENCE
exPERIEnce
exPERIment
exPLANation
exTREMEly
familIAR
faSCinate
FeBRUAry
forEIGN
genIUS
goVERNMent
gramMAR
gUArANtee
hEIGHT
iMMediate
imporTANT
indepenDENCE
inTEGration
inTELLectual
intERest/ing
inTERfere
inteRRupt
IRRELevant
JUDGment
JEWELry
knowLEDGE
laBORATory
LEIsure
lenGTH
liCenSe
lonEliness
lOOse/lOse
mainTENance
maTHEmatics
misCHIEF
miSSpell
nIEce
ninEty
ninTH
oCCaSion
oCCuRREnce
opINion
oPPortunity
oRIGinal
oPTImist
partiCULAR
PAStime
PERform
PERhaps
phoNY
phySICal
poSSeSS
poSSible
preFER
preJUDiCED
preVALENT
priviLEGE
proBABly
proNUNciation
PSYchology
PURsue
quIET/quITE
realIZE
reCOMMend
RHyTHM
rIdicULOUS
scenERy
SCHedule
SECRETary
sePARate/ly
siMILar
siNCe
sinCEREly
spEEch
straiGHT
strenGTH
sUCCeed/sUCCess
SURpriSE
temPERature
thROUGH
thoROUGH
ThurSday
toMoRRow
unNECESSary
UNusUAlly
WedNESday

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SPELLING REVIEW

Complete the word in parentheses.

1. We hope to (**rec ____ ve**) payment for the work by the end of the week.

2. We avoided an (**arg _____ ment**) when we held a meeting to change our working (**env _____ ment**).

3. The hinges on the door are (**l _____se**) and need to be tightened.

4. I did not (**bel _____ ve**) the (**h_____ ght**) of the new basketball player.

5. In my (**jud _____ ment**) the (**go _____ ent**) will spend more on training next year.

6. I will send that letter (**sep _____ ly**) and would appreciate your answer (**im _____ d _____ ly**).

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READING AND WRITING ◆ SESSION 6

OBJECTIVES:

In order to deal with unfamiliar words in the workplace, at the end of this session students will be able to:

- Give meaning by recognizing antonyms and synonyms
- Give meaning by using examples

TOPICS:

- Antonyms
- Synonyms
- Examples

METHODS:

- Guided discussion
- Group work
- Worksheets to practice reading and writing skills

EVALUATION:

- Ongoing evaluation by teacher
- Self-evaluation based on correct completion of worksheets

Students will have acquired skills that will enable them to interpret unfamiliar vocabulary. Therefore, they will be able to understand a wider range of reading material in the workplace, as well as spoken instructions.

MATERIALS:

- Worksheets on synonyms, antonyms, and examples

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TEACHER TIPS ◆ SESSION 6

- This is a vocabulary building session. Students practice generating words that mean the same as and the opposite of given words, as well as providing examples.

- Worksheets – encourage team work

- You can use newspapers or other workplace based materials for unfamiliar vocabulary.

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BUILDING VOCABULARY

If you know one word, you can think of others that relate to it in some way.

Think of the word ***clean*** -- then think of words that have these relationships to that word.

OPPOSITE: The opposite of a word is the ***antonym.***

If something is NOT clean, then it is

_____.

SIMILAR WORD: A word with a similar meaning is a ***synonym.***

If something is clean, then we also say it is

_____.

EXAMPLE: An example of a clean something is

_____.

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BUILDING VOCABULARY

Write opposites (*antonyms*), similar words (*synonyms*) , and examples for the words below.

1. **cold**
   - opposite _____
   - same meaning _____
   - example _____

2. **dangerous**
   - opposite _____
   - same meaning _____
   - example _____

3. **work**
   - opposite _____
   - same meaning _____
   - example _____

4. **to organize**
   - opposite _____
   - same meaning _____
   - example _____

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BUILDING VOCABULARY

5. **to complete** opposite _____

same meaning _____

example _____

Think of *three words* on your own: come up with the opposite, a synonym, and example for each.

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MEANING FROM EXAMPLES

Find the examples that help define the underlined word. Then circle the letter that gives the meaning of the word.

1. The adverse effects of sitting at a P.C. all day, including backache, headaches, and dizziness, have made me stop enjoying my job.

   Adverse means

   a) deadly b) harmful c)strange

2. Since my mother retired, she has developed such avocations as gardening and knitting.

   Avocations mean

   a) jobs b) vacations c) hobbies

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MEANING FROM EXAMPLES

3. There have been some bizarre occurrences at work recently. For instance, lights have turned themselves back on and machines have stopped functioning for no apparent reason.

Bizarre means

a) very strange b) creative c) realistic

4. The supervisor tried to ascertain why the mistakes were made. She established who was there and verified what the schedule was for that day.

Ascertain means

a) create b) avoid c) find out

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SYNONYMS

Find the word that means **the same as** (the ***synonym***) for the underlined word.

1. Joe is a great procrastinator. He is a person who always postpones doing things, from getting his work orders out on time to filling out his paperwork.

2. Please scrutinize the document and carefully examine the fine print.

3. The C.E.O. encouraged people to give pragmatic solutions to the company's problems. He wanted practical answers from those who dealt with the problems firsthand.

4. When the supervisor berated the new employee for making mistakes, she replied that it was unfair of him to criticize her, when she hadn't been given proper training.

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ANTONYMS

Find the word that means **the opposite** of (***the antonym***) of the underlined word.

1. The profit margins of our company are not static, but change with the ups and downs of the U.S. Economy.

   Static means

   a) unchanging b) unknown c) shifting

2. Many people do not give succinct answers to questions, but ramble on with long vague ones.

   Succinct means

   a) accurate b) brief and to the point c) complete

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ANTONYMS

3. People often point out the harmful effects that a working mother may have on a family, yet there are many salutary effects as well.

Salutary means

a) well-known b) beneficial c) hurtful

4. Before quality assurance, the company policy on inspection was very loose, but now there is a stringent procedure to follow.

Stringent means

a) informal b) not effective c) firm

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READING AND WRITING ◆ SESSION 7

OBJECTIVES:

In order to deal with unfamiliar words in the workplace, at the end of this session students will be able to:

- Identify unfamiliar vocabulary
- Give meaning by recognizing context clues

TOPICS:

- Context clues

METHODS:

- Guided discussion
- Group work
- Worksheets to practice reading and writing skills

EVALUATION:

- Ongoing evaluation by teacher
- Self-evaluation based on correct completion of worksheets

Students will be able to decipher job vocabulary from context clues. They will feel more able to tackle complicated memos and notes from around the company. This will save time as they will not need to rely on explanation from others.

MATERIALS:

- Worksheets on context clues
- Paragraphs to read for vocabulary practice

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TEACHER TIPS ◆ SESSION 7

- This session expands upon the vocabulary work done in session #6. Students practice identifying unfamiliar vocabulary, using context clues.

- Once again, extra material should be generated from company sources and/or newspapers.

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CONTEXT OF WORDS

If you come across a word that you don't know, don't panic! Look around the word and look at the setting in which it is used. That is the **context** of the word.

1. Underline the new word

2. **Read** the sentence

3. Get the *main idea* of the sentence

4. Ask how the new word *relates* to that idea (same meaning? example? opposite?)

5. **Guess** at the meaning of the new word

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CONTEXT OF WORDS

EXAMPLE:

Don't let dust accumulate on your tables; clean the dust off your tables everyday.

? ? ? What does "accumulate" mean? If you read the sentence, you see instructions for cleaning your work tables. So the main idea of the sentence is _____.

Next, you are told **NOT** TO DO something (DON'T let dust "accumulate"); then you are told **TO DO** something (clean dust off tables). The two ideas are _____.

Now that you know *how* the new word is related to the sentence, can you **guess** at the meaning of the new word?

"Accumulate" means _____.

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VOCABULARY and WORD CONTEXT

Read these sentences and using the **context techniques** guess the meaning of the word.

1. Joe is a <u>gregarious</u> person; he loves to talk to people and is very popular with his co-workers.

   a. noisy

   b. friendly

   c. hard working

2. With the new training, our supervisor hopes to <u>eradicate</u> all mistakes.

   a. improve

   b. find

   c. get rid of

3. The idea of employee empowerment <u>emancipates</u> the employees and hopes to involve them more in solving problems.

   a. frees

   b. overworks

   c. annoys

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VOCABULARY and WORD CONTEXT

4. Rewiring the entire factory was not a plausible solution to the electrical problem for it would require too much time and money.

   a. smart

   b. possible

   c. cheap

5. The workers don't like their supervisor because he manipulates them by not giving them all the information he is supposed to and then he doesn't support them when they make errors.

   a. threatens

   b. protects

   c. unfairly controls

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CONTEXT OF WORDS

NON-SMOKING POLICY

Background and Purpose

- The U.S. Surgeon General has named smoking "Public Health Enemy #1" in light of its role as the leading cause of **premature** death and disability in our country. Research has shown that there is overwhelming scientific evidence that secondhand tobacco smoke is **detrimental** to the health, welfare, and comfort of non-smokers, especially those who have allergies or **cardiovascular** or **respiratory** diseases. Many allergic individuals, end even the majority of healthy non-smokers, report discomfort when **exposed** to secondhand smoke on the job. Recent medical studies indicate that long term **involuntary** exposure to smoking may increase non-smokers' risks of developing severe lung disease.

- Currently, about 36% of the workforce in the U.S. smokes.

- It is our policy to provide a healthy, comfortable, and productive work environment for employees. In an effort to protect the rights of non-smokers as well as to consider the needs of smokers, this policy will take effect on May 5, 1993. All employees and visitors to the **site** are expected to **comply** with the regulations detailed in this policy. Those who do not **adhere** to this policy will face disciplinary action.

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CONTEXT OF WORDS

For each of these words, write a synonym and antonym. Then, give an example using the word in a sentence of your own.

- **premature**

  synonym: _____

  antonym: _____

  example: _____

  _____

- **detrimental**

  synonym: _____

  antonym: _____

  example: _____

  _____

- **involuntary**

  synonym: _____

  antonym: _____

  example: _____

  _____

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CONTEXT OF WORDS

- **exposed**

  synonym: _____

  antonym: _____

  example: _____

  _____

- **comply**

  synonym: _____

  antonym: _____

  example: _____

  _____

- **adhere**

  synonym: _____

  antonym: _____

  example: _____

  _____

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READING AND WRITING ◆ SESSION 8

OBJECTIVES:

In order to understand, interpret and act on forms and memos, at the end of this session students will be able to:

- Read forms and memos
- Complete forms
- Know subject and purpose of forms and memos
- Respond accordingly
- Recognize and use irregular verb forms

METHODS:

- Guided discussion
- Group work
- Worksheets to practice reading and writing skills
- Worksheets on irregular verbs

EVALUATION:

- Self-evaluation based on correct completion of worksheets
- Ongoing evaluation by teacher

Students will make fewer errors filling out forms and reading instructions on forms and memos. They will use irregular verbs regularly with success and will be better communicators on the job.

MATERIALS:

- Worksheets

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TEACHER TIPS ◆ SESSION 8

- This session will enable students to interpret and act on the forms and memos they encounter in the workplace. After reviewing general strategies for filling out forms, be sure to generate specific and relevant material for students.

- **Irregular verbs** – worksheets.

- **Verb Quiz** – Students enjoy working in pairs, and find that between two of them, they can complete a number of these. Once they have done as much as they can, hand out Irregular Verb List and have them finish the quiz.

- Discussion from the list leads to several points: the differences between **bought** and **brought**; the similarities of "**en**" participles in **broken, spoken, taken** etc.

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FORMS AND APPLICATIONS

Look at the **form** below. Fill it out.

NAME: _____

ADDRESS: _____

_____

TELEPHONE NUMBER: _____

DATE OF BIRTH: _____ SEX: _____

SOCIAL SECURITY NUMBER: _____

EMPLOYER: _____

EMPLOYER'S ADDRESS: _____

_____

EMPLOYER'S TELEPHONE NUMBER: _____

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PURPOSE OF FORMS AND APPLICATIONS

Look at the form below. What is its **purpose**? Or in other words, why would you fill it out? Give examples of when you would use this form.

PURPOSE: _____

* * * * * * *

Name: _____

Old address
Street, City, State, Zip Code

_____

_____

New address
Street, City, State, Zip Code

_____

_____

Date of Change _____/_____/_____

Signature

_____

Date _____/_____/_____ 89

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FORMS AND APPLICATIONS

Look at the form below.

1. What is the purpose of this form?

2. Is there anything that you must not fill in?

3. Is there anything that you don't have to fill in?

4. What are some abbreviations on the form?

Fill out the form.
(MCCC NON CREDIT REGISTRATION)

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MEMOS – LOOKING FOR SUBJECT AND PURPOSE

Read the memo below and answer the following questions.

TO: All Employees
FROM: Human Resources
DATE: January 5, 1993
SUBJECT: Martin Luther King Day

Because we received an extra day during the holiday break, the company will be open for business on January 18, 1993. All employees are expected to be here.

1. What is the main idea of this memo?

2. Why has the company made this decision?

3. What will you do on January 18, 1993?

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MEMOS

Read the memo below and answer the following questions.

TO: All Employees
FROM: Human Resources
DATE: January 9, 1993
SUBJECT: Insurance Coverage

By now you should have received the insurance materials and forms that we sent to you last week. Each year, if you choose to change from your existing program to one of the other programs we offer, you must submit your completed forms to human resources by February 1, 1993.

If you are continuing with your existing program but have amendments to make, please come to human resources. We will give you the necessary forms.

If there are no changes to your situation, you need not take any further action.

1. What is the subject of this memo?

2. What is the main idea?

3. Imagine you are telling someone else about the information in this memo. In your own words, what would you tell them?

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IRREGULAR VERBS

Principle Parts

Present tense	e.g I go, I see, I eat
Past tense	e.g I went, I saw, I ate
Past participle	(always preceded by the helping verb **have, has** or **had**) e.g I have gone, I have seen, I had eaten

VERB QUIZ

Fill in the chart below:

	PRESENT	PAST	PAST PARTICIPLE
1.	eat		
2.		knew	
3.			spoken
4.	go		
5.		swore	
6.			hidden
7.	become		
8.		gave	
9.			stolen
10.	fly		
11.		saw	

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IRREGULAR VERBS

	PRESENT	PAST	PAST PARTICIPLE
12.			frozen
13.	run		
14.		sang	
15.			gotten
16.	draw		
17.		was/were	
18.			fallen
19.	bear		
20.		took	
21.			broken
22.	choose		
23.		swam	
24.			blown
25.	ride		
26.		told	
27.			brought
28.	feel		
29.		lay	

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IRREGULAR VERBS

	PRESENT	PAST	PAST PARTICIPLE
30.			shaken
31.	write		
32.		grew	
33.			begun
34.	cut		
35.		did	
36.			driven
37.	light		
38.		paid	
39.			sunk
40.	stand		

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VERBS

Write the correct form of the verb in the sentences below.

1. I _____ to Florida for my vacation last year.

2. The new supervisor _____ hands with everyone when he met them yesterday.

3. My parents _____ me to treat people with respect.

4. When I met Jack last year, we _____ good friends.

5. So far this month the secretary _____ memos.

6. The doctor _____ me that I _____ to wear glasses.

7. _____ you ever _____ in the cafeteria?

8. He _____ pizza for everyone on Friday because made rate during the week.

9. When I first started working here, I _____ where the fire extinguishers were.

10. If I _____ the alarm, I would have left the building.

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IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE
am, be	was	been
bear	bore	born, borne
beat	beat	beat, beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
creep	crept	crept
cry	cried	cried
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived, dove	dived
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
dry	dried	dried
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown

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IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
fry	fried	fried
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (person)	hanged	hanged
hang (thing)	hung	hung
has, have	had	had
hear	heard	heard
hide	hid	hidden
hurt	hurt	hurt
know	knew	known
lay	laid	laid
lead	led	led
lie	lay	lain
lie	lied	lied
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
shake	shook	shaken
shine (polish)	shined	shined
shine (light)	shone	shone
show	showed	shown
shrink	shrank	shrunk

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IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
sting	stung	stung
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
try	tried	tried
wake	woke, waked	woken, waked
wear	wore	worn
win	won	won
write	wrote	written

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READING AND WRITING ◆ SESSION 9

OBJECTIVES:

In order to read and respond to company material, at the end of this session students will be able to:

- identify subjects
- identify main ideas and supporting details
- identify what action the author wants taken
- identify the parts of a paragraph

TOPICS:

- what are you reading for?
- looking for clues before you start
- careful reading for information
- summarizing information
- making sure you have achieved your purpose
- parts of a paragraph

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- self evaluation based on correct completion of worksheets
- ongoing teacher evaluation

Students will apply the reading strategy to materials in the workplace. They will be able to give summaries and reports of written materials and instructions so that the information may be passed along to colleagues.

MATERIALS:

- worksheets

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TEACHER TIPS ◆ SESSION 9

This session gives students strategies to make them successful readers.

- Basic Reading Formula Study Sheet – handout

- Subjects and Main Ideas – handout
  Students work in pairs using the reading formula to come up with matches. Discuss answers.

- Reading Strategies – handout
  After working through the strategies, have students read the sample readings and apply the strategies. Team work is encouraged.

- Paragraphs – handouts
  Students will become familiar with the components of a good paragraph. After looking at those components, have students find examples of paragraphs in newspapers or in company literature. They should find the introduction, body, and support, as well as the purpose and suggested "action."

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THE BASIC READING FORMULA STUDY SHEET

SUBJECT

Question: What is the article mostly about?
Explanation: The subject is what the article is mainly about. The author wrote the article to talk about the subject. It's the topic the author wants to make a point about.

MAIN IDEA

Question: What point does the author make about the subject?
Explanation: The main idea is the main point the author is trying to make about the subject. It's the thing he wants you to remember. The main idea is a statement made by the author that he goes on to prove.

SUPPORTING DETAILS

Question: What examples does the author give to prove the main idea?
Explanation: The supporting details are the examples and details the author uses to prove his main idea. They tell us why the author makes the main idea statement.

ACTION

Question: What action does the author want taken?
Explanation: This is the thing the author feels the reader or someone should do. It's the action he is trying to persuade people to take.

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SUBJECTS AND MAIN IDEAS

A **title** gives you clues about what to expect in the information. Match the titles with the information.

_____1.	**Employee's Rights Handbook**	a.	materials and tasks that a worker must know in an office setting
_____2.	**Machine Maintenance Manual**	b.	information about hazardous substances in the workplace
_____3.	**Company/Union Agreement '92/'93**	c.	what you may and may not do at work
_____4.	**First Aid at Work**	d.	the parts of a machine and how to care for them
_____5.	**Secretary's Handbook**	e.	what you need to do in case of accidents and emergencies
_____6.	**MSDS**	f.	details of management/labor policy

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READING STRATEGIES

1. What is my **purpose** in reading this?

2. What do you know about the **subject**?

3. How would I go about finding the information that I'm looking for? **Skim** using these techniques:

    a. look at title
    b. look for subtitles
    c. look for underlined words or words in italics
    d. look at the first and last paragraphs of the text
    e. look at the first sentences of the paragraphs

4. Now read the important parts in more detail.

5. **Summarize** in your own words what you have read.

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APPLYING READING STRATEGIES

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READING STRATEGIES

Session #6 and #7 - Worksheet #3B

Applying Reading Strategies

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READING STRATEGIES

Session #6 and #7 - Worksheet #3C

Applying Reading Strategies

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PARAGRAPHS

A **paragraph** has several parts:

INTRODUCTION

This is the first sentence of the paragraph. It tells you what the paragraph will be about (subject) and the author's point (main idea).

BODY

This is made up of the middle sentences of the paragraph. It is the support that the author gives for his main idea. The support can take many forms: examples, a process, a story, or a definition.

CONCLUSION

This is the last sentence of the paragraph. It can be a restatement of the introduction, or it can be a comment on the main idea.

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PARAGRAPHS

EXAMPLE:

In the past there was no guarantee that workers would be told about the chemical hazards they might face on the job. Container labels and warning sheets, even when they were provided, didn't always give enough information on potential hazards, what to do in an emergency, or where to turn for help. That's why the federal government decided to set a uniform hazard communication standard. Now everyone knows what information has to be provided to keep you safe.

Now, using the newspaper and material provided, work in groups to find three examples of paragraphs. Find the main idea, the support, and the conclusion.

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READING AND WRITING ◆ SESSION 10

OBJECTIVES:

In order to read and respond to company material, at the end of this session students will be able to:

- write a complete paragraph
- read, interpret, and summarize an article
- identify unfamiliar words based on context

TOPICS:

- writing complete paragraphs on given subjects
- applying reading strategy to articles
- vocabulary from context

METHODS:

- guided group discussion
- group work
- individual reading and writing

EVALUATION:

- evaluation by teacher of writing samples

Students will be more competent writers. They will be able to write paragraphs that could serve as the basis for memos, reports, and summaries. Also, they will feel more confident in their writing and will therefore be more comfortable using writing as a communication tool.

MATERIALS:

- worksheets
- newspapers
- dictionaries

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TEACHER TIPS ◆ SESSION 10

- Writing paragraphs – handout

  Students work independently to complete their paragraphs. This is a good opportunity for the instructor to give individual attention.

- Newspaper article work – using strategies

  Use newspapers or other suitable material and have them apply the reading strategies. It's particularly important for students to be able to write summaries in their own words from what they have read.

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WRITING PARAGRAPHS

Write a paragraph for two of the following topics.

1. my best vacation
2. my hobby
3. my children
4. my pet
5. my dream home

Be sure to include an **introduction**, **good support**, and a **conclusion.**

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NEWSPAPER ARTICLE

Find an article in the newspaper. Using the reading strategy handout, read the article and then answer the following questions.

1. What is the **title**?

2. What is the **subject**?

3. What is the **main idea**?

4. **Why** has the author written this?

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NEWSPAPER ARTICLE

5. In your own words, write a **paragraph summary** of the article.

6. Do you agree with the author's **viewpoint**? Why?

7. List any new vocabulary. Write the definition and use the word in a sentence.

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CONTEXT CLUES

Work out what the underlined word means by the other words around it.

1. A former employee, irate over having been fired, broke into the plant and deliberately destroyed several machines.

   Irate means

   a) relieved b) very angry c) undecided

2. The company picnic was a fiasco, as it rained all day.

   Fiasco means

   a) similarity b) disaster c) surprise

3. Mary found she was always talking to everyone because of the proximity of her work-station to the cafeteria.

   Proximity means

   a) similarity b) nearness c) size

4. The director didn't have time to read Jim's entire report before the meeting, so he asked him to give him the gist of what it was about.

   Gist means

   a) main idea b) title c) ending

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READING AND WRITING ◆ SESSION 11

OBJECTIVES:

In order to follow and give instructions using diagrams and maps, at the end of this session students will be able to:

- read and interpret diagrams
- read and interpret maps
- generate diagrams to instruct others
- identify vocabulary from context

TOPICS:

- diagrams in workplace
- reading maps
- importance of two-way communication
- vocabulary in context

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills
- game to reinforce the importance of two-way communication

EVALUATION:

- self-evaluation of correctly completed worksheets
- ongoing evaluation by teacher
- evaluating each other's diagrams and instructions

Students will read maps and give directions correctly in the workplace. Also they will understand the parts of a whole job and be able to put them into sequence. This understanding will lead to a broader view of where their jobs fit into the whole picture.

MATERIALS:

- worksheets
- company map
- game

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TEACHER TIPS ◆ SESSION 11

This session focuses on diagrams and maps in the workplace. Obtain maps or diagrams relevant to the particular industry or plant. Read through these samples with the students (using the reading strategy) and have them generate their own diagrams from the workplace. Using the map, have students give and take correct directions.

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DIAGRAMS - FIRE EXTINGUISHER

Echaore-Yoon, Susan. **Reading Skills That Work: Book 1.**
Chicago: Contemporary Books, 1991.

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DIAGRAMS

In groups, make a diagram of a tool or piece of machinery that you use everyday.
With this diagram, you should be able to instruct someone who has never used this. Be sure to consider the parts and their functions.

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MAPS

Look at the map. Answer the following questions.

1. What is the subject of the map?

2. This map has several purposes. List as many as you can find.

3. If you are in the welding area and there is an emergency evacuation, how would you get out? Carefully describe the route you would take.

4. You just punched in on the time clock and you are ready to go to work in the Fab. shop. What is your shortest route? Carefully describe that route.

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DIRECTIONS

Draw and give directions from your company to your house.

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DIRECTIONS

Game: one-and two -way communication

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VOCABULARY IN CONTEXT

Work out the meanings of the words in bold. Then match each word with its definition.

1. Fred's jokes are in such bad taste that they **elicit** looks of disgust instead of laughter.

2. Even though the papers keep talking about economic recovery, I am very **skeptical** that things are getting better, when I see how many small businesses around me are closing.

3. State Government hopes to **revitalize** the currently lifeless shopping malls by offering tax breaks to new businesses.

4. I am a very **persistent** person. I work with a problem for as long as it takes to figure out a solution.

5. The chatty, slow-moving sales attendant seemed **oblivious** to the long line of impatient customers at her checkout.

elicit	-	to restore to a vigorous, active condition
oblivious	-	refusing to quit, stubbornly continuing
revitalize	-	to draw forth
persistent	-	doubting, questioning
skeptical	-	unaware of, failing to notice

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READING AND WRITING ◆ SESSION 12

OBJECTIVES:

In order to follow and give instructions using flowcharts, at the end of this session students will be able to

- read and interpret flowcharts
- generate flowcharts to instruct others
- identify and use homonyms correctly

TOPICS:

- flowcharts
- standard symbols on flowcharts
- using the reading strategy to interpret flowcharts
- creating flowcharts
- homonyms

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher
- evaluating each other's flowcharts

Students will visualize their jobs and put them into sequence on a flowchart. This ability to see the overall structure and purpose of the job will lead to less compartmentalization and an ability to deal with problems outside their own station.

MATERIALS:

- worksheets

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READING AND WRITING ◆ SESSION 12

- Two-Way Communication Game
  This icebreaker teaches the importance of two-way communication and how easily misunderstandings occur.

- This session focuses on flowcharts. Continue to work with industry examples and generate flowcharts from students. Make sure that students practice giving and taking clear directions using the flowcharts they have made. It works well in this session if students work in pairs or in small groups.

- Homonyms – handouts
  The list is to be used as a springboard for discussion and other student examples.

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FLOWCHARTS

Look at the flowchart. Answer these questions.

1. What is the main idea of the flowchart?

2. What is the purpose of the flowchart?

3. Who do you think would use this flowchart at work?

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FLOWCHARTS

This flowchart is much more complicated than the first one. Why?

1. What makes it more difficult to skim at first?

2. What is the first step in the procedure?

3. What is the last step?

4. Where in the flowchart are there choices?

Go on and answer the questions on the next page.

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FLOWCHARTS

1. The flowchart shows five different symbols that are part of the system. These symbols are standard and appear on all flowcharts. They include a **rectangle, diamond, circle, trapezoid,** and an **oval**.

   a. Draw the symbol that stands for a **process** or step to be performed.

   b. Draw the symbol that shows where the process **begins and ends.**

   c. Draw the symbol that tells the reader to **go back** to the first point named by it.

   d. Draw the symbol that always asks for a **decision**.

   e. Draw the symbol that stands for **output** -- something that the system puts out.

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FLOWCHARTS

2. If a person successfully completes each step of the procedure, how many steps result in a license being issued?

3. If a person passes the written test, but fails the driver's test, does he or she have to fill out another form?

4. A person who passes the written test, but fails the driving test the first time around, has completed how many steps by the time he or she gets a permanent license?

5. The symbol B in this flowchart tells the applicant who passes the driving test the second time around to go back to the first point named B. What happens at the first point named B?

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FLOWCHARTS

Make your own flow chart for a procedure that you perform frequently.

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HOMONYMS

Homonyms are words that *sound* alike or nearly alike, but are *spelled differently* and have *different meanings*. Many homonyms are misused and spelled incorrectly. Test yourself: see if you can determine the meaning of the homonym from its usage. If you cannot, check a dictionary.

A
ale / ail
aloud / allowed
ant / aunt

B
bale / bail
ball / bawl
bare / bear
be / bee / Bea
beet / beat
bite / byte
blue / blew
boar / bore
bow / bough
break / brake
bred / bread
bridal / bridle
by / buy / bye / bi

C
cell / sell
choose / chose
cite / sight / site

D
dear / deer
dessert / desert
die / dye
doe / dough

J
jam / jamb

K
knight / night
knot / not
know / no

L
lead / led
lose / loose
lyme / lime

M
made / maid
male / mail
meet / meat

N
need / knead
new / knew
nun / none / non

O
one / won
or / ore / oar

P
pail / pale
pain / pane
pair / pear / pare

T
tale / tail
taught / taut
tea / tee
tear / tier
there / their / they're
threw / through
tide / tied
time / thyme
to / too / two
tow / toe
train

V
vain / vein / vane
vile / vial

W
wait / weight
way / weigh
weak / week
weather / whether
whales / Wales / wales
where / wear
which / witch
whine / wine
whose / who's

Y
you'll / yule
your / you're

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HOMONYMS

E
eight / ate

F
fare / fair
feet / feat
flea / flee
flew / flu
flour / flower
for / four / fore

G
gate / gait
grate / great
groan / grown
guise / guys

H
hale / hail
hare / hair
hear / here
herd / heard
him / hymn
hire / higher
hour / our

I
I / eye
I'll / isle / aisle

pea / pee
peace / piece
peal / peel
peer / pier
plow / plough
polish / Polish
poll / pole
pore / poor / pour

Q
quiet / quite

R
rain / reign
raise / raze / rays
real / reel
red / read
right / write
rode / road
rote / wrote

S
sail / sale
see / sea
seem / seam
seen / scene
sent / scent
skin / skein
slay / sleigh
so / sew
some / sum
son / sun
steak / stake
steel / steal
sure / shore

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HOMONYMS

Some words are spelled exactly the same, but they have different meanings and pronunciation.

bow	After she tied the **bow**, she took a **bow.**
content	He was not **content** with the **content** of the film.
contract	It was not in his **contract** to **contract** out his work to independent builders.
desert	In Operation **Desert** Storm, no soldier was allowed to **desert** his post**.**
lead	Exposure to **lead** might **lead** to poisoning.
minute	It will take only a **minute** to correct the **minute** error.
row	They had a **row** about who would **row** the boat.
polish	The **Polish** man tried to **polish** up his English.
project	We **project** that the **project** will be completed in six months.
read	If you haven't **read** that chapter for homework, then you'll have to **read** it in class.
tear	She bursts into **tears** every time he **tears** up her work.
use	The manual is for your **use** at home; meanwhile, please **use** the worksheets.
wind	The **wind** is so strong that we will **wind** up closing the windows**.**
wound	The **wound** was so deep that he **wound** up at the hospital.

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HOMONYMS

Circle the correct word to complete the sentence.

1. I gave two / too / to of my pencils two / too / to my colleague because he was two / too / to tired to get up and get his own.

2. She knew / new that the knew / new player had one / won an award as one / won of the best players on the knew / new team.

3. After you had to weight / wait for the doctor to weigh / way you, he told you that there was no weigh / way for you to loose / lose the extra weight / wait without exercise.

4. Because the noise greated / grated on his nerves, the break / brake operator took his break / brake and had a great / grate rest.

5. After they stopped at the shop by/buy/bye the traffic light to by/buy/bye a cake, they cut it into ate/eight and ate/eight the pieces/peaces in piece/peace and quite/quiet.

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READING AND WRITING ◆ SESSION 13

OBJECTIVES:

In order to read and follow instructions in the workplace, at the end of this session students will be able to:

- define goals
- identify steps
- name the items needed
- clear up unclear details
- evaluate performance

TOPICS:

- strategy for following instructions
- importance of correct order of steps
- writing sets of instructions
- writing sets of instructions from flowcharts generated in previous session

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- self-evaluation of correctly completed worksheets
- ongoing evaluation by teacher
- evaluation of each other's instructions

Students will understand the components of instructions and will be able to supply precise and detailed instructions for others to follow. They will be better readers of instructions and therefore will make fewer production errors.

MATERIALS:

- worksheets

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TEACHER TIPS ◆ SESSION 13

- This session gives students more practice giving and taking instructions. Generate more material from the students' own experiences and workplace situations. Encourage the use of warnings and notes in instructions.

- Flowchart – from last class

  Students take their flowcharts and write out directions in steps. Students should work alone doing this to practice their writing skills. Teacher can move around and work with individual students.

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STRATEGY FOR FOLLOWING INSTRUCTIONS

STEP 1: Define your **goal**
Ask yourself, "What is it that I want to get done?"

STEP 2: Identify the **steps** you need to follow

STEP 3: Name the **items** you need to finish the task

STEP 4: Clear up any **details** that you don't understand

STEP 5: **Evaluate** the way you did the task.
Ask yourself, "Did I achieve my goal?"

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INSTRUCTIONS

Read the memo below and then answer the questions that follow. Remember to use the strategy for following instructions.

To: All warehouse employees
From: Human Resources
Subject: Warehouse Safety

When you enter the restricted area, you must be sure that you are protected from any potential hazards. You must not only wear safety glasses, but you must walk between the yellow lines to avoid getting injured by a forklift. Also, you are required to wear safety shoes at all times, and safety gloves when you are working with dangerous chemicals. After you leave the restricted area, you may remove your glasses, but you must keep your boots on throughout the warehouse.

1. What is the employee's goal?

2. How many steps are there?

3. What items do you need to complete the task?

4. What steps must you always follow?

5. What steps are conditional on the type of work you are doing or on the place you are working in?

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MORE INSTRUCTIONS

Look at this set of instructions. Answer these questions.

1. What is the goal?

2. What are the steps?

3. What items do you need?

4. Are there any details that you need to clear up?

5. How do you evaluate your success at this task?

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READING AND WRITING

Session #11 - Worksheet #3b

Instructions - Eye Wash

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MATERIAL SAFETY DATA SHEET

I. PRODUCT IDENTIFICATION

Product name ..... **Additin RC7135**
Chemical Family ..... Aromatic Amine
Chemical Name .....N-Phenyl-stryenated benzenamine
OSHA Hazard Communication
Status.....This product is not hazardous under the criteria of the Federal OSHA Hazard Communication Standard 29 CFR 1910.1200.

II. HAZARDOUS INGREDIENTS

Components: None % : optional

III. PHYSICAL DATA

Appearance ..... Liquid
Color ..... Brown to Reddish
Melt point/Freeze point ..... N/A
Boiling Point..... Greater than 572 F (300 C)
Vapor Pressure ..... N/A
Specific Gravity 1.1
Solubility in water ..... Insoluble

IV. FIRE AND EXPLOSION DATA

Flash Point F (C)..... 518 F (270 C)
Extinguishing Media .....Water, Chemical, Foam, Dry Chemical
Special firefighting procedures / unusual fire or explosion hazards:
Firefighters should wear full protective clothing including self-contained breathing apparatus. During a fire, irritating and/or toxic gasses from combustion/decomposition may be generated.

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MATERIAL SAFETY DATA SHEET

V. HUMAN HEALTH DATA

Primary Route(s) of exposure ..... Eyes, Skin
Human effects and symptoms of overexposure .....
Acute ..... none observed
Chronic ..... none observed
Medical Conditions aggravated by exposure ..... not established
Carcinogenicity ..... This product is not listed as a carcinogen.
Exposure limits ..... see section II

VI. EMERGENCY AND FIRST AID PROCEDURES

Eye contact ..... Flush eyes with plenty of water
Skin contact ..... Wash thoroughly with soap and water
Remove contaminated water and wash container before reuse.
Inhalation ..... Remove to fresh air
Ingestion ..... Consult physician

VII. EMPLOYEE PROTECTION RECOMMENDATIONS

Eye protection ..... safety glasses
Skin protection ..... rubber gloves
Respiratory protection ..... Organic vapor cartridge respirator is highly recommended
Ventilation ..... Local exhaust during processing
Other ..... Employee education and training in safe handling procedures of this product are recommended. Safety showers and eye wash stations should be easily accessible to work areas.

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INSTRUCTIONS - CORRECT ORDER

When you try to follow instructions, it is important that they are in the **correct order.**

1.

Unscramble these steps.
Notice that they all start with an **action** word.

* steep for a few minutes
* place teabag in cup
* take teabag out of wrapper
* boil water
* add milk and sugar if desired
* pour boiling water into cup

2.

Write the steps **in order** for getting a credit card.

3.

Write the steps **in order** for a process you do every day at work.

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FLOWCHARTS TO INSTRUCTIONS

Look at the flow chart that you've made as a group. Write a set of instructions so that you clearly explain the procedure to someone who has never seen it / done it before.

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READING AND WRITING ◆ SESSION 14

OBJECTIVES:

In order to respond to a problem at work, by the end of this session students will be able to work as a team to:

- identify problems
- devise strategies for solving the problem
- take appropriate action

TOPICS:

- reading information relevant to the subject
- teambuilding
- developing strategies
- taking appropriate action

METHODS:

- research
- teamwork
- discussion
- presenting plans

EVALUATION:

- evaluation by teacher of group's performance
- group evaluation of its own performance

Students will be better team members and understand the purpose and dynamics of team building. They will be more competent tackling work problems and researching materials in order to solve them. They will therefore be more self-directed and need less supervision.

MATERIALS:

- case study material

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TEACHER TIPS ◆ SESSION 14 & 15

- Case study material is used to generate ideas from the class members who see themselves as members of a team required to solve a particular problem. At this stage, the teacher should step back as much as possible and allow the students to direct themselves.

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CASE STUDY

Group 1

Using the MSDS sheet and the pamphlet "Right to Know," write a paragraph of instructions for each of the following situations. Be sure to have an introduction, clear steps, and a conclusion. Also, make sure that you let the reader know about any special materials or equipment that are necessary to complete the instructions.

SITUATION 1:

A fire has started due to an additin RC7135 spill and a spark. Bob was in the warehouse at the time, and he has to put the fire out. What kind of fire extinguisher should he use? What should he wear while putting out the fire?

SITUATION 2:

The Decker Chemical Corporation is planning to start using Additin in their chemical procedures for glue. What should they do in terms of providing good ventilation, emergency stations, and equipment for workers?

SITUATION 3:

While mixing a chemical batch with Additin, Lou splashed some of the chemical in his eyes and on his arms. How could this affect him? What should he do?

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READING AND WRITING ◆ SESSION 15

OBJECTIVES:

In order to respond to a problem at work, by the end of this session students will be able to work as a team to:

- identify problems
- devise strategies for solving the problem
- take appropriate action

TOPICS:

- reading information relevant to the subject
- teambuilding
- developing strategies
- taking appropriate action

METHODS:

- research
- teamwork
- discussion
- presenting plans

EVALUATION:

- evaluation by teacher of group's performance
- group evaluation of its own performance

Students will function competently in teams. Not only will they be able to solve immediate problems, but they will be able to strategize and present plans to team members as well as to supervisors and management.

MATERIALS:

- case study material

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TEAM BUILDING

When building a working team, you must consider several elements.

TEAM PURPOSE

- **Individual purpose**: why are you involved in the team? what are your personal goals for the team and for yourself within that team?

- **Collective purpose:** why is the team being formed? what does it seek to accomplish? what are its goals?

- **Team limitations:** are there financial limitations? spacial limitations? time frame limitations? who do you answer to?

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TEAM BUILDING

TEAM MECHANICS and DYNAMICS

- **Organization**: is there a spokesperson for the team? is there a note taker for the team? is there a researcher for the team? have roles been clearly defined?

- **Participation:** is participation voluntary? are the guidelines for participation clearly defined by the group?

- **Problem identification:** has the team defined the problem well? has each member participated in its description? has each member fully understood the problem?

- **Solution:** has brainstorming occurred? has each member contributed?

- **Consensus:** has the team come to a group agreement? has the team evaluated the solution? if there has been dissatisfaction with the solution, has it been re-evaluated?

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The Case Study

CASE STUDY

You are part of a *work team* that has been assigned to order new **fire extinguishers** for the plant. Read the information provided. Then discuss what you consider to be the important aspects: your company's products, what materials and chemicals are used in different areas of the plant, how large an area needs to be protected, how many extinguishers you need for each area and for the total plant, and the costs.

You might want to examine what kinds of extinguishers are already in use and see whether you can make any improvements.

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CASE STUDY

You are part of a *work team* that has been assigned to order new **fire extinguishers** for the **paint shop, the coil area** and the **administration offices.**

Read the information provided. Then discuss what you consider to be the important aspects:

- your company's products
- what materials are used in these areas
- the size of these areas
- how many extinguishers you will need
- what type

You will first be assigned to a smaller committee, where you will be asked to look at a particular aspect. Then you will elect a spokesperson to work with the main team to present your findings to management.

STRATEGY FOR PROBLEM SOLVING

STEP 1: **Define** the **problem**
Ask yourself, "What is it that I want to get done?"

STEP 2: **Identify** the **parts** to the problem
What **questions** do you need to answer?

STEP 3: **Determine** what **information** you need to solve the problem
Do you have all the **materials** and **resources**?
Clear up any details that you don't understand

STEP 4: **Examine** the **options** and **identify** the **possible solutions**
Weigh pros and cons and prioritize, where necessary

STEP 5: **Make** your **choices**

STEP 6: **Evaluate** the **results**
Ask yourself, "Did I achieve what I set out to achieve?"

READING FOR INFORMATION

- Define your **purpose** for reading
- **Preview** passage to be read to organize your thinking around the topic
- **Skim** the text quickly for general information and main ideas.
- Look for **clues** - look at headings, sub-headings, anything bolded, in italics or underlined, pictures, charts, graphs
- Read first and last paragraphs and first sentences from other paragraphs
- Write **questions** from headings, sub-headings etc.
- Read the article carefully, underlining **key words and phrases**
- Answer your questions in your own words
- **Evaluate** your interpretation. Have you understood what you have read? Can you achieve your purpose? If not, have you misinterpreted the information?

CONTEXT OF WORDS

If you come across a word that you don't know, don't panic! Look around the word and look at the <u>setting</u> in which it is used. That is the **context** of the word.

1. <u>underline</u> the new word
2. **read** the sentence
3. get the *main idea* of the sentence
4. ask how the new word *relates* to that idea (same meaning? example? opposite?)
5. **guess** at the meaning of the new word

USING A COMPANY MAP

- ***Prepositions and Place***

near	next to
in front of	behind
across from	in / on
between	close to

- ***How do I get to . . .?***

go down the hall
make a left / right
turn left / right
on your left / right
walk through . . .
walk past
go through the . . .

- ***Where is the nearest fire extinguisher?***

in the coil area
in the paint shop
on the A-Line
near the water fountain
next to the copier
in the nurse's office

RECOGNIZING DIFFERENCES IN PEOPLE

Problem solving as a group takes on the added factors of team building. And one of the key elements to reaching a satisfactory goal is to have an understanding of personalities and how people go about problem solving differently.

Let's consider 4 profiles:

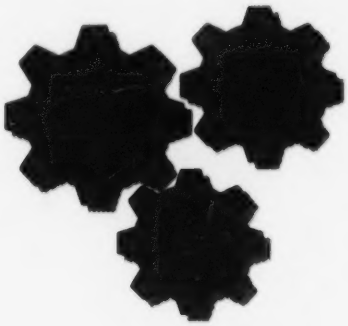
Remember: One type is not better than the other, nor one right/one wrong.

1. The "A" type:
   - *persuasive, risk taker, confident, outgoing (strengths)
   - *impatient, dominating, pushy (limitations)

2. The "B" type:
   - *practical, orderly, organized, traditional (strengths)
   - *stubborn, lives by the rules, insensitive (limitations)

3. The "C" type:
   - *team oriented, caring, enthusiastic, peacemaker (strengths)
   - *indecisive, hesitant, vulnerable (limitations)

4. The "D" type:
   - *exacting, factual, reserved, has high standards (strengths)
   - *slow to get things done, perfectionist (limitations)



In our Case Study we will need to determine which type of fire extinguisher is needed for the stated location and how many will be required for that particular area. Imagine Person A, Person B, Person C, and Person D attempting to solve this problem. Do you think they would reach a solution easily? Why? If no, why not?

♦ Which combination do you think would lend itself to getting the most ideas and arriving at a good solution? Why?

♦ What if you have...

two "B's" and two "C's"?

or

two "A's", one "D" and two "C's"?

♦ Which combination do you think would get "stuck" and have a hard time reaching agreement?

READING AND WRITING ◆ SESSION 16

OBJECTIVES:

In order to respond to a problem at work, by the end of this session students will be able to work as a team to:

- identify problems
- devise strategies for solving the problem
- take appropriate action

TOPICS:

- reading information relevant to the subject
- using previously learned reading strategies
- taking appropriate action

METHODS:

- research
- individual writing
- discussion

EVALUATION:

- teacher's evaluation of individual performance

Students will be more competent tackling work problems and researching materials in order to solve the problems individually. They will be able to strategize and put their solutions into writing.

MATERIALS:

- case study material
- post class exercise

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TEACHER TIPS ◆ SESSION 16

- Case study material is used to generate ideas from the class members who must now be evaluated individually solve a particular problem. At this stage, the teacher should step back as much as possible and allow the students to direct themselves. These case studies must be industry-based and deal with realistic problems that concern the students.

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READING AND WRITING ◆ CASE STUDY

Post Class Exercise

Part I:

Using the reading techniques that we learned in class, read the "What You Should Know about **First Aid**" pamphlet and answer the following questions.

1. If someone goes into shock, what 4 steps should you take?

2. What are the 5 symptoms of a heart attack?

3. What are the three degrees of burns? Which is the worst?

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Post Class Exercise

4. When should you apply direct pressure to a wound and what effect will it have?

5. How soon after a person stops breathing can irreversible brain damage occur?

6. How can a back or neck injury change the way you give mouth to mouth breathing to a victim?

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READING AND WRITING ◆ CASE STUDY

Part II:

Using the reading material as information, write a paragraph of instructions for ***one*** of these situations. Be sure to include introduction, clear steps, and a conclusion. Also, make sure that you let the reader know of any equipment or materials that are necessary to complete the instructions.

SITUATION 1:

Bill, a co-worker, has just eaten lunch. Usually he brings his own food to work, but today he went out for Chinese food. Now, he is breaking out in hives. He says that he feels weak and you see that his throat is swelling up. He is starting to have breathing problems and he must sit down. What is his problem? What steps would you take to help Bill?

SITUATION 2:

Karen was carrying a large box of envelopes upstairs when she started feeling dizzy. She had a shortness of breath and a sharp pain in her chest. She collapsed at the top of the stairs. When you found her a few moments later, she looked ashen and was wet with perspiration. What is her problem? How could you help her?

SITUATION 3:

Stan was using the collator when he put his hand inside to remove an excess cover sheet. His right hand got sliced by the machine and he is bleeding profusely. You are afraid that he is losing a lot of blood. What would you do to help Stan? By the way, what would you do to help Stella who witnessed the accident and is ready to faint in the corner?

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